

Awareness of ethical problems in the global context

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ABSTRACT

This paper seeks to help deans and faculties of colleges and schools of education in India to develop a global perspective for teacher education. The article explains the urgent need for a global approach to both the general and professional components of teacher education --- teaching and learning methods as well as clinical and practical training Indian education, despite its failure to cope with current realities, possesses an enviable record for responding to new social, economic, and cultural demands. The provision for local needs the willingness to experiment and reform and the continual search for equal educational opportunity, provide optimism that education for a global age lies within reach. The same processes and technology that have allowed unprecedented human interaction on a global scale could help correct Indian education's current isolation from the rest of the world Global education offers a response to the challenges posed by modern, global realities. Its ultimate goal is not the evolution of a world community governed by a super state, but the development of a comprehension of the differences and similarities within humankind, of how peoples' actions reflect their perceptions of reality, of the stock and distribution of Earth's resources, and of the concepts of interdependence, global conflict, equity, and human rights.

INTRODUCTION

This paper seeks to help deans and faculties of colleges and schools of education in India to develop a global perspective for teacher education. The Article explains the urgent need for a global approach to both the general and professional components of teacher education --- teaching and learning methods as well as clinical and practical training.

Of the many proposed definitions of global education, this paper uses the definition suggested by Gilliam.

Global Education: Educational efforts designed to cultivate in young people a global perspective and to develop in them the knowledge, skills and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence.

A GLOBAL DIMENSION FOR TEACHER EDUCATION

It is estimated that 75 percent of the teachers in today's classrooms will be teaching when the twenty-Second century begins. Their initial training is history and, as we have pointed out, it fell far short of the demands of teaching about the modern world.

Indian education, despite its failure to cope with current realities, possesses an enviable record for responding to new social, economic, and cultural demands. Such examples as the creation of pluralistic governance structures and provision for local needs the willingness to experiment and reform and the continual search for equal educational opportunity, provide optimism that education for a global age lies within reach. The same processes and technology that have allowed unprecedented human interaction on a global scale could help correct Indian education's current isolation from the rest of the world.

THE RATIONALE FOR GLOBAL EDUCATION

The case for introducing global education into programs for preparing teachers rests on several points:-

- (1) The certainty of change
- (2) The need to redress deficiencies.
- (3) Recommendations by national commissions,
- (4) Accreditation requirements, and
- (5) Recommendations by the Indian Association of Colleges for Teacher Education (IACTE).

The certainty of Change

The strongest argument for global education is that world realities change rapidly, creating a need for up-to-date, accurate, and realistic education about the world.

The changing nature of world society is best understood as a global phenomenon. As Reischauer wrote:-

The change in attitudes that is needed does not differ greatly from similar shifts man has made in the past, except for the speed with which it must be accomplished. Not so long ago, men comprehended the human historical experience solely in terms of individual personalities and clashing royal lines. Only in recent times was it discovered that beneath these superficial surface phenomena were larger economic, social, and intellectual currents moving whole nations. The human experience then came to be interpreted, not so much as the story of a few heroic or divinely ordained individuals, but as the massive evolution of peoples and nations. We now need to move on to a new stage and see it not as the story of conflicting nations but of humanity as a whole. We might gain a more meaningful concept of the human historical experience if, instead of concentrating exclusively on one cultural and national current, we analyzed the various facets of human problems and achievements at the different levels of technical skills, guiding concepts, and social organization that man has passed through.

This paper examines the process of incorporating a global dimension into teacher education from the standpoints of institutional commitment, curricula, faculty commitment, and facilities and resources.

Institutional Commitment

Because teacher education is not a self-contained program at a college or university, incorporating a new dimension such as global education affects departments throughout the institution. Such incorporation requires broad institutional support, and makes it imperative that the central administration demonstrate its commitment. For global education, this commitment may take several forms (Baptiste, Baptiste, and Gollnick 1980).

1. An institution may publish a formal statement of mission (goals or purposes of the institution) that recognizes the importance of a global perspective and extends philosophical support to academic and professional schools in pursuit of this mission.
2. An institution's teacher education department may publish a separate statement of its commitment to support instructional, research, and service activities in global education that its faculty and students undertake.
3. A teacher education department may appoint and support an individual or a group from the faculty to coordinate and encourage activities that roster international exchange, technical assistance, and faculty and student programs, as well as improve library holdings and curricular content.
4. Institutions may encourage their administrators and faculties in teacher education to participate in regional, national, and international programs offered by professional groups, national programs offered by professional groups, national and international governmental agencies, world affairs councils, and foreign institutions and governments.

In addition to these kinds of programs, teacher educators may participate in conferences and workshops about global education. To encourage dialogue on global issues that India face. Govt. holds annual national foreign policy briefings for leaders in higher education and teacher education. IACTE and the International Council on Education for Teaching (ICET) also hold annual national and international conferences for administrators and faculties to examine issues in teacher education in the context of intercultural conditions.

Cumulatively, participation by the leaders of an institution in these and other programs supports the redirection of teacher education to include a global perspective (Klassen, Imig, and Yff 1972)

Curricula

Institutional support for global education is needed, especially in teacher education, because students take so many their courses in academic departments outside the professional school, college, or department of education.

Global education is more than one course listing. A global dimension in teacher education addresses the curricular sequence of general, specialist, and professional studies as well as their content, as follows.

1. Sixty to 80 percent of a teacher's preparation occurs in the academic disciplines, the remainder in professional courses and experiences. This division of responsibility calls for counseling early in the student's university career to assist the student in selecting academic and professional courses that reflect global issues and understanding.
2. Courses in sociology, anthropology, economics, political science, foreign languages, linguistics, and interdisciplinary studies must provide the knowledge needed to fully appreciate such concepts as interdependence, competition, and cooperation. Collaboration between academic and professional faculties helps identify a core of relevant courses that can be used in counseling, and can lead to reassessment of requirements for entrance into the professional sequence. Such collaboration also may lead to reassessment of course offerings and encourage disciplinary and interdisciplinary emphasis on the study of global issues.

Bonham (1979, P 3) described as follows the contents that curricular offerings in a globally oriented program should manifest: -

A fundamental understanding of the key elements of global and national interdependence, as taught through the major fields in humanities, the social sciences, the pure sciences, the applied sciences, and the professional disciplines. This understanding should equip college students to analyze and respond intelligently to domestic and international developments. Such competence should be evidenced by the students independent analysis of the most important strands of the new global circumstances and comprehension of India increased interdependence with other nations for its survival and economic growth.

A deeper knowledge and understanding of another culture, as seen through its history, language, literature, philosophy, economics, and politics. Student perceptions of another culture will substantially enhance the ability to understand the United States' needs and changing world position, and enable intelligent consideration of highly complex developments on the world scene, Sensitivity to other cultures, increased capacity to analyze issues, having learned other viewpoints, and enhanced tolerance of differences contribute to a citizenry better able to cope in the twenty-first century and to approach conflict resolution.

General competence in a second language as a basis for the fuller comprehension of other cultures and of one's own in the global context. Language skills are becoming increasingly essential for communication in a wide range of contexts. Student's access to effective language instruction is therefore necessary to the college experience in 2009 and beyond.

Bonham's analysis particularly bears on curricular design, but also serves as a guide for student evaluation.

Hanvey (1975) outlined six elements that characterize a global perspective :-

- * Perspective Consciousness. Awareness that one's view of the world is not universally shared; that this view has been and continues to be shaped by ethnocentric and other influences that often escape conscious detection; that other views of the world differ profoundly from one's own; and that all such views derive from the particular conditions into which one is born.
- * "State of the Planet" Awareness. Awareness of prevailing world conditions and developments, including emergent conditions and trends, e.g. population growth,

migrations, economic conditions resources and physical environment, political developments, science and technology, law, health, intranation conflicts, etc.

* Cross-cultural Awareness. Awareness and comparison of the diversity of cultures, ideas, and practices found in societies around the world, and some recognition of how the ideas and practices of one's native culture might be viewed by people in other societies.

* Sense of Global Dynamics. Awareness of now the world's systems work, their interdependence and shared concerns, and how local economic and social patterns, which are part of every individual's daily life, can have global consequences.

* Awareness of Ethical Problems in the Global Context. Knowledge of ethical issues that arise from the increased ability to sense, predict, and manipulate global conditions. For example, improved abilities to forecast differentials in the world's distribution of wealth still leave numerous questions of equity. What distribution is fair?

3. Achievement of the above curricular objectives requires serious examination of current professional courses in education foundations, psychology, and methodology, and review of texts used in these and other professional courses. Teacher education students needed to become familiar with global concepts and learn to analyze texts and other resources from an global perspective.

4. National learned societies and professional associations can make significant contributions to curriculum development (National Council 1982). Faculty and students in teacher education might well benefit from the recommendations and publications regarding global education of, for example, the National Council for the Social Studies, the Indian Association of Colleges for Teacher Education, the National Education Association, and Global Perspectives in Education.

Faculty Commitment

Incorporating a global perspective in teacher education requires a competent faculty with the requisite training, attitudes, and research capabilities. Recruitment, faculty development, and exchange programs are all important to the commitment faculty exhibit for global education.

1. Recruitment criteria for full-and part-time faculty, such as overseas experience, academic background in area and foreign language study, as well as a publication record in an international area, are integral to the gradual development of a teacher education staff dedicated to a global perspective.

2. Faculty development policies and procedures include in-service education (workshops, seminars, and conferences offered by professional associations and learned societies), sabbatical leave, exchange programs, travel support, and involvement with foreign students as advisors, counselors, etc. Of course, in times of fiscal stringency, faculty development opportunities may be out. The College of Education at the University of Alabama has provided a unique experience for exposing members of its faculty to a foreign culture. Through a contractual arrangement with an educational institution in Mexico, Alabama professors live in Mexico while providing in-service education programs for teachers. Rotation in assignment has built up over the years a comparatively large number of professors with experience in a foreign country.

3. Faculty exchange programs provide a channel for continuing faculty development, although no recent data are available on the distribution of such programs in Indian teacher education. Lock Haven State College, Pennsylvania, offers a "bed-for-bed" exchange of faculty and students with institutions in Poland, Argentina, and Australia. The program is cost effective, involving little financial support from the institution yet providing opportunities for faculty development. The University of Alabama provides in-service education for teachers in Latin America. This project offers a valuable professional service while giving faculty an international outlook on issues, cultural processes, and problems in education. The Fulbright program and the U.S. Department of Education's programs for faculty research and group projects abroad offer additional opportunities for faculty exchange.

Facilities and Resources

The quality of a teacher education program depends on the quality of its library, instructional media center, and curriculum materials repository. Library holdings should reflect a commitment to global education, continual efforts to upgrade these resources are essential. Policies that assure the acquisition of international materials as well as practices that enable faculty and students to contribute to the development of collections related to global education are equally important. Becker's *Schooling for Global Age* (1979) gives an excellent review of programs and materials pertinent to teacher education in this field. Muessig and Gilliom's *Perspectives of Global Education* (1981) yields additional insights and resource aids.

Conclusion

The introduction of a global perspective into a curriculum, through some of the processes described above, opens up a vast new source of interesting, challenging subject matter. The widening of focus, the broadening of context brings into view new areas for study and provides instructors with a fresh, nearly unlimited source of curriculum resources.

Global education, as referred to in this paper, reaches beyond traditional international education to address the broad issues confronting humankind. Global education is defined as Educational efforts designed to cultivate in young people a global perspective and to develop in them the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism and increasing interdependence.

Global education offers a response to the challenges posed by modern, global realities. Its ultimate goal is not the evolution of a world community governed by a super state, but the development of a comprehension of the differences and similarities within humankind, of how peoples' actions reflect their perceptions of reality, of the stock and distribution of Earth's resources, and of the concepts of interdependence, global conflict, equity, and human rights.

Teachers and teacher educators must acquire the knowledge, aptitudes, and values on which global education depends. To prepare citizens for global realities, we must first face the need for change in institutions, curricula, and all other sectors of education. It is just possible that the introduction of a global perspective at every level of school and college could contribute to a rejuvenation of education by providing new sources of motivation for both students and teachers.

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